

Texas Education Agency Standard Application System (SAS)

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here. <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 19 PM 1:13 DOCUMENT CONTROL CENTER US CONGRESSIONAL GRANT </div>
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Austin Independent School District	Vendor ID # 1746000064	Mailing address line 1 1111 West 6 th Street
Mailing address line 2	City Austin	State TX
County-		ZIP Code 78703
District # 227901	Campus number and name 048Bertha Sadler Means Young Women's Leadership Academy	US Congressional District # 35
	ESC Region # 13	DUNS # 076933746

Primary Contact

First name Mary	M.I. Thomas	Last name Thomas
Telephone # 512-414-3997	Email address mathomas@austinisd.org	Title Project Director
		FAX # 512-414-1791


Secondary Contact

First name Nancy	M.I. Phillips	Last name Phillips
Telephone # 512-414-3280	Email address nancy.phillips@austinisd.org	Title Director State & Federal
		FAX # 512-414-1791

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Nancy	M.I. Phillips	Last name Phillips
Telephone # 512-414-3280	Email address Nancy.Phillips@austinisd.org	Title Director, State and Federal Accountability
Signature (blue ink preferred)		FAX # 512-414-1791
		Date signed 5/19/14

Only the legally responsible party may sign this application.

701-14-109-007

Schedule #1—General Information

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Austin Independent School District's (AISD) Pearce Middle School is a Title I campus identified as a priority school within federal Department of Education School Improvement Grant guidelines because of its low student academic performance, particularly in reading and math. To address ongoing academic challenges at the campus, AISD plans to implement the SIG Turnaround Model of school improvement over a three-year period.

The decision to implement the SIG Turnaround Model was the outcome of a Comprehensive Needs Assessment (CNA) and planning process conducted by a broad range of stakeholders, including school administration and staff, parents, community members, district administration and school board members. Over the last three years, this group studied the data and decided to transform the school into a single-gender model, or the Bertha Sadler Means Young Women's Leadership Academy (YWLA). Single-gender schools are proven to improve girls' academic achievement, build self-confidence, develop leadership skills, capitalize on girls' unique learning styles and lead to higher college and career aspirations (National Coalition of Girls' Schools). The data created a sense of urgency to make a deep, transformative change at YWLA.

Stakeholders analyzed a variety of data, including a wide range of school, student, and family data: demographic data; disaggregated STAAR data (student performance on reading, math, writing, social studies and science); disaggregated data on student attendance and chronic absence; data about teachers and administrators; information about curriculum and instruction, intervention, and other programs and services provided on campus; disaggregated data on family engagement measures and information about community partnerships and partner-provided services.

From this analysis, the group identified the following needs and gaps at YWLA: below-target performance for all students, particularly girls, in reading/ELA, writing, math, science, and social studies; poor identification of and inadequate interventions for struggling students; a novice teaching corps lacking the professional development and support necessary to work with a mostly at-risk student population; insufficient protocols and teacher-led systems to address data analysis and intervention; low daily attendance rates and problems with chronic absenteeism for some students; less than ideal school climate and an overreliance on alternative educational placements for some students; a need for more comprehensive and inclusive community and parent engagement programs; and the need for a stronger sense of urgency with regard to monitoring instruction and response to intervention.

To address the identified needs and gaps, the group articulated a set of goals for YWLA, including: improving academic performance in reading, writing, math, science, and social studies in a single-gender environment; increasing teacher quality and effectiveness; increasing the use of quality data to drive instruction; improving school climate; increasing learning time, and increasing parent/community involvement.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

With those goals in mind, the group articulated a plan of action, including the following steps:

1. Hire a new principal and new staff to implement a turnaround model, transforming Pearce Middle School into the Bertha Sadler Means Young Women's Leadership Academy (YWLA), a single-gender middle school that addresses the unique academic and social-emotional needs of girls.
2. Implement new strategies to recruit and retain high-quality staff, including identifying and rewarding school leaders, teachers and other staff who increase student achievement and graduation rates and removing those who do not.
3. Provide ongoing, high-quality, job-embedded professional development aligned with the school's mission, and to further promote research-based instructional models and continuous use of data to inform instruction and meet the individual academic needs of all students.
4. Improve academic performance through extended learning time and differentiated instruction, providing intensive support for struggling students via high-dosage tutoring while also increasing student participation in rigorous, college-preparatory courses like AVID and those with a particular focus on STEM. These efforts will better prepare girls for a successful transition to Early College High School.
5. Develop a multi-pronged approach to build positive relationships with students, parents and the community including the following strategies: implement a school uniform policy along with a "house system" that fosters peer accountability and institutionalizes a system of rewards and consequences; increase parent and community involvement through targeted interventions led by a Parent Support Specialist and master's level social workers.

Provide operational flexibility through school control over staffing, calendars and budgets, and providing sustained support through guidance from AISD District Shepherd of TTIPS, who serves as the district's Turnaround Leader and through partnership with the Texas Center for District and School Support (TCDSS).

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227901	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$3,069,025	\$71,135	\$3,140,160	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$2,320,804	\$	\$2,320,804	\$
Schedule #9	Supplies and Materials (6300)	6300	\$227,386	\$750	\$228,136	\$
Schedule #10	Other Operating Costs (6400)	6400	\$90,000	\$2,250	\$92,250	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$81,000	\$	\$81,000	\$
Total direct costs:			\$5,788,215	\$74,135	\$5,862,350	\$
Percentage% indirect costs (see note):			N/A	\$137,650	\$137,650	\$
Grand total of budgeted costs (add all entries in each column):			\$5,788,215	\$211,785	\$6,000,000	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$5,990,666
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$299,533
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,991,079	\$1,999,812	\$1,999,775	\$5,990,666

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227901		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher	6		854,331	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director		.05	15,671	\$
5	Project coordinator			\$	\$
6	Teacher facilitator/TTIPS Campus Coordinator	1.0		190,721	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper		.05	7,402	\$
11	Evaluator/evaluation specialist		.20	34,397	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker	2.0		328,692	\$
14	Community liaison/parent coordinator	1.0		94,548	\$
Other Employee Positions					
21	Instructional Coach	2.0		286,545	\$
22	Reading Specialist	1.0		143,272	\$
23	AVID Teacher	1.0		143,272	\$
24	Subtotal employee costs:			2,098,851	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			7,500	\$
26	6119 Professional staff extra-duty pay			410,000	\$
27	6121 Support staff extra-duty pay			6,000	\$
28	6140 Employee benefits			617,809	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			1,041,309	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			3,140,160	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		<input type="checkbox"/>		\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service : ESC Region 13		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Required School Improvement Resource Center (SIRC)			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
1	Contractor's payroll costs: # of positions: TBD		\$
	Contractor's subgrants, subcontracts, subcontracted services	\$90,000	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$90,000	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Joanne Deak		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Provide gender-specific academic training to eachers			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1		\$
	Contractor's subgrants, subcontracts, subcontracted services		37,500	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		37,500	\$	
3	Specify topic/purpose/service: Ink, Inc.		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Provide motivation and inspiration principles that engage, equip, and empower youth			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1		\$
	Contractor's subgrants, subcontracts, subcontracted services		\$12,000	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$12,000	\$	
4	Specify topic/purpose/service: Dana Center		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Embedded professional development with a focus on STEM			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:		\$
	Contractor's subgrants, subcontracts, subcontracted services		36,000	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		36,000	\$	
5	Specify topic/purpose/service: David Chadwell		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Gender-based instructional strategies for teachers			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:		\$
	Contractor's subgrants, subcontracts, subcontracted services		22,400	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$22,400	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service: Sylvan Learning Center		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Tutoring services t students			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:		\$
	Contractor's subgrants, subcontracts, subcontracted services		1,897,904	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		1,897,904	\$	
7	Specify topic/purpose/service: Family Resource Center		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:		\$
	Contractor's subgrants, subcontracts, subcontracted services		200,000	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		200,000	\$	
8	Specify topic/purpose/service: Art and Science Teaching Framwork		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Framework for teacher training provided to staff			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		25,000	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		25,000	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		2,320,804	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) 3-Year Grand total		\$2,320,804	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$5,000	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					223,136	\$
3-Year Grand total:						228,136	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 227901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	30,000	\$
	Specify purpose: College trips: Create a college-going culture & awareness		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		60,000	\$
3-Year Grand total:		90,000	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2	Smartboards	9	\$9,000	\$81,000	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12					\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$81,000	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	138	27.8%	Attendance rate	95.2%
Hispanic	329	66.3%	Annual dropout rate (Gr 9-12)	1.0%
White	15	3.0%	Annual graduation rate (Gr 9-12)	DNA
Asian	10	2.0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	47%
Economically disadvantaged	470	94.8%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	58%
Limited English proficient (LEP)	166	33.5%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	36	5.3%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

Source: Texas Academic Performance Report, 2012-13
Annual dropout rate included here is for Gr 7-8.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	14	34.1%	No degree	2	4.4%
Hispanic	6.5	15.8%	Bachelor's degree	30	65.2%
White	18.6	45.2%	Master's degree	14	30.4%
Asian	0	0.0%	Doctorate	0	0%
1-5 years exp.	13	31.6%	Avg. salary, 1-5 years exp.	45,583	N/A
6-10 years exp.	8.0	19.5%	Avg. salary, 6-10 years exp.	45,301	N/A
11-20 years exp.	6.0	14.6%	Avg. salary, 11-20 years exp.	51,533	N/A
Over 20 years exp.	3.1	7.5%	Avg. salary, over 20 years exp.	58,418	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								149	193	154					496
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								149	193	154					496

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								16	15	15					46
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								16	15	15					46

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All AISD schools complete a Comprehensive Needs Assessment (CNA) as part of the district's planning, budgeting, and decision-making processes. Each campus plan incorporates a CNA, as mandated by federal and state law, which includes student performance on state student achievement indicators and other appropriate measures of performance. These assessments are conducted on each campus by campus-specific committees, using the State of Texas Assessments of Academic Readiness (STAAR) student achievement indicator system to assess academic achievement for each student in the school. In addition, each school that receives Title I funds to operate a school-wide program must complete a school-wide CNA, which includes migrant students and provides information about how well students meet rigorous and challenging academic content and achievement standards. CNAs help the district monitor and assess the impact of Title-I funded programs on each campus.

Each AISD school completes its CNA based on the NCLB guidelines, which include a five-step process that directly links the CNA to district and campus improvement plans. A critical aspect of this five-step process is the involvement of diverse stakeholders. To ensure ongoing participation from multiple stakeholder groups, each campus establishes a CNA committee that includes both campus administration and members of the building-level Campus Advisory Committee, which consists of staff members, parents, students, non-profit organizations, and community members. This committee works collaboratively to:

- Establish the CNA's purpose and proposed outcomes and ensure that multiple voices are heard throughout the process;
- Establish committees with appropriate expertise to focus on the specific areas for improvement;
- Determine which data to collect in order to gather the most relevant information about the strengths and needs of the school. Data collected may include information on campus demographics; student achievement; school culture and climate; staff quality, recruitment, and retention; curriculum, instruction, and assessment; family and community involvement; school organization; and technology.
- Determine the priority areas on which to focus (linking school priorities to district priorities) and summarize the school's needs and strengths in each priority area; and
- Connect the CNA to the school's Campus Improvement Plan (CIP), helping campus administration to ensure that the identified needs are addressed in the CIP; that programs and services are aligned, not duplicated; and that the school's NCLB expenditures directly link to both the CNA and the CIP.

Campus administrators forward copies of the CNA and CIP to TEA's Director of State and Federal Accountability for review, to ensure that all aspects of the CIP are compliant with NCLB program regulations. AISD's Office of the Chief of Schools works with each campus during the CNA process to provide support and guidance as needed. AISD collects all CNAs and CIPs and reviews these plans to ensure that they align with district plans and policies.

The school began by convening its CNA Committee, which comprised the school principal (other administrators) and members of the YWLA Campus Advisory Committee. Based on a review of campus student achievement and other data, the CNA Committee determined the priority improvement areas for the campus, linking these priorities to district priorities. YWLA will incorporate the needs and strengths identified by the CNA into the CIP, enabling the campus to further build on strengths and develop targeted strategies to address weaknesses and improve student outcomes. YWLA administrators and staff will continue to work with SIRC as the school completes yearly needs assessments and annually updates its CIP based upon these ongoing assessments.

Working in partnership, YWLA's CNA Team and AISD administration determined that best course of action to comprehensively address the school's specific areas of need is to implement a **turnaround model** in order to raise student academic achievement and to enable YWLA to make adequate yearly progress.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need to address unique academic and social-emotional needs of girls. <i>Data:</i> Achievement gaps between girls and boys and unique learning modalities and needs of middle school girls.	Campus-wide professional development to address single-gender instructional strategies (in PLCs, extended PD) and incorporate technology in the curriculum and build teacher capacity. Teachers embed and deliver explicit SEL instruction (aligned to AISD SEL initiative) to build self-confidence and engagement. Academic focus on STEM to reverse trends of underrepresentation of girls.
2.	Need to improve teacher quality and effectiveness. <i>Data:</i> 1 st year teachers make up approximately 1/4 (27%) of all current teachers, as compared with 7% of teachers statewide. And more than 1/2 (58%) of current teachers are in years 0-5 (as compared with 33% of teachers statewide).	Hire teaching staff dedicated to the mission of single-gender and turnaround. Hire additional content teachers to reduce class size. Hire additional reading intervention specialist, AVID instructor and instructional coaches. Teachers participate in AISD's REACH initiative (significant performance rewards and targeted supports and leadership opportunities.) Teachers participate in PD for single-gender instructional strategies, PLCs, sheltered instruction and use of best practices.
3.	Need to improve academic performance for all students on state assessments in reading/ELA, writing, math, science and social studies. <i>Data:</i> 2012-13 (Index I): Math performance for AA and HI decreased, while WH performance increased. (Index 2): Low % exceeding progress in ELA and math, significantly low in math AA and HI. (Index 3): % meeting standard lowest in Soc Studies across EcD, AA and HI; in Science, for AAs, and in math, for AAs. ELLs not meeting standard across all subjects.	Campus-wide focus on literacy across content areas, with reading intervention classes and parent engagement strategies. Campus-wide focus on numeracy. High-dosage tutoring and computer-based math and reading interventions will supplement instruction. Sheltered instruction strategies will be implemented to address ELL population needs. And students will enroll in rigorous courses, i.e. AVID not only to better prepare them for entry into Early College High School that they feed into, but also to establish a college-going culture on campus.
4.	Need to improve school-wide attendance rates and decrease the percentage of students who are chronically absent. <i>Data:</i> Overall attendance rate in 2012-13 was 95.2%, up just 1.8 percentage points in last 5 years. HI and EcD attendance rates were below that, 94.9% and 95.1% respectively. In 4th 6 weeks grading period of 2013-14, 9.3% of 7 th graders had 5+ unexcused absences (compared to ~3% across all MS).	Hire 2 MSWs to increase current Communities in School (CIS) staff. CIS creates a network of volunteers, social services, and business and community resources to provide individualized case management to at-risk students, leading to less truancy. YWLA's TTIPS Campus Coordinator will consistently monitor attendance data and progress toward goals. Parent engagement strategies through the creation of a campus-based Family Resource Center (FRC) will also increase attendance.
5.	Need to build positive relationships with students, parents, and the community, including developing more comprehensive and inclusive community and parent engagement. <i>Data:</i> The lowest scores in AISD's 2012-13 Parent Survey were for getting a timely response when parents contact staff, that their child is treated with respect by other students, and that the school was monitored well to ensure safety. The lowest score on the Student Climate Survey was for behavioral environment, which measures the extent to which students respect each other, follow the rules, and feel safe.	Address school climate through such strategies as a school uniform policy, whole-group morning assemblies, motivational speakers and a "house system" that fosters accountability and healthy competition for positive behavior. This will lead to intentional relationship-building with students, parents and community. Also hire 2 MSWs to bolster CIS staff and one Parent Support Specialist (PSS). This will lower the ratio of case managers to students, and strengthen opportunities for parent engagement through the FRC and PSS (provide parent workshops, leadership development and referrals to area resources for families).

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Schedule #14—Management Plan

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	EDD degree in educational administration. Experiences in state/federal accountability as project director and compliance officer required; campus principal, assistant principal and/or teacher experience preferred. Ensures compliance, budget, schedule. The district coordinator would have a part-time accounting technician, whose qualifications include 3 years of grant compliance experience, a minimum of 3 years of bookkeeping or accounting experience, and strong communication skills.
2.	Evaluation Analyst	Master's degree with graduate hours in statistics, measurement, research design, programming or other coursework related to program evaluation and minimum of 3 years' experience in a program evaluation-related field. Thorough knowledge and skills in educational evaluation and/or research, and word-processing and spreadsheet software. Thorough knowledge of statistical software. Strong writing skills and knowledge of APA writing style. Experience constructing data displays, charts and graphs in Microsoft Excel and Word.
3.	TTIPS Campus Coordinator	Master's degree, principal certification, 3 years of successful classroom experience, and ILD or PDAS certification required or must be obtained upon offer of employment at employee's expense. Experience in high-poverty schools preferred. Primary responsibility is supervision of grant - strong project management skills, experience working with diverse communities.
4.	Faculty	Prefer incumbent to have 3 years of classroom teaching experience. Requires a valid Texas teaching certificate in the subject and level of assignment. Those in core academic subject areas must meet the highly qualified teacher requirements as per ESEA/NCLB. Minimum commitment of 2 years to the Single Gender Model, 5 year commitment preferred. Attend all PD required by school. Incumbent must have the skills to manage student behavior; ability to communicate effectively using a variety of media, work with others as a team, organize and maintain records; manage time and resources effectively and efficiently and must be proficient in Instructional Technology.
5.	Instructional Coaches	Same minimum qualifications and skill set as faculty. Additionally, must have skills to evaluate performance and provide constructive feedback.
6.	Master-level Social Workers (MSW)	Master's degree in Social Work; experience in working with at-risk students, program implementation and administration, case management, community engagement and proven leadership skills; excellent communication skills both verbal and written. Spanish fluency a plus.
7.	Parent Support Specialist	At least a high school diploma or GED; prefer a minimum of 2 years of college. Incumbent must have a minimum of 2 years in education, social services, adult education, community organizations or related fields. Should be able to work with a diverse population and have a valid TX driver's license.
8.	University of Texas Charles A. Dana Center – K-12 System Services	Minimum bachelor's degree in education, social services, administration or related field, Master's degree preferred. Extensive experience developing and delivering educator professional development at the district and campus levels. Prefer those with classroom teaching and/or instructional leadership experience. Excellent written and oral communication skills.
9.	Sylvan Learning Center-High Dosage Tutoring	1 year teaching/tutoring experience and state level teaching certificate required. BA/BS may be required in related teaching field for certain levels of instruction.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The selection of external providers for all TTIPS goods and services will follow established AISD Purchasing Procedures to ensure a fair and effective procurement process:

- Purchases of less than \$1,000 require one verbal quote from a vendor.
- Purchases between \$1,000 and \$10,000 require the campus to obtain one quote from vendors. Each vendor should be furnished with the same written specifications.
- Purchases greater than \$10,000 require the campus to advertise and issue a formal solicitation. Formal solicitations may be made by competitive bidding, a request for proposals, or a request for offer (used only for technology).
- Purchases of \$50,000 require approval by the Board of Trustees.

Request for Bids are issued by an electronic requisition. Each request specifies the requirements for the acquisition, the total dollar amount of the procurement, an account number, the date required, and suggested sources of supply. For sealed bids, the district must award to the responsible bidder submitting the lowest bid that complies with the conditions of the contract, provided the bid is reasonable and in the best interests of the District.

A Request for Offer or RFO, used for technology purchases, is issued by the Purchasing Office. An RFO may be an informal fax to vendors or a formal written request for offer and must be solicited through a competitive process to at least three (3) vendors, unless justification is provided supporting a sole source or restrictive vendor. The award of an RFO is based on "best value."

A Request for Proposals (RFP) is used where many requirements (price being only one) must be considered in determining and award. It is normally used for major procurements, requires development of a statement of work, proposal format, and evaluation criteria and should be used when purchasing professional services. A committee typically evaluates responses to an RFP. Negotiation may take place prior to award. Purchasing must issue all AISD RFPs. For procurement of external contractors for the YWLA TTIPS initiative, the committee evaluating proposals will consist of the District Director, the campus principal, the Associate Superintendent Area 3 – PK-8, and other staff, as identified by the Chief Schools Officer.

Items are considered sole-source purchases for which competition is precluded under the following circumstances: a patent, copyright, secret process, or monopoly exists for the item; the item is a film, manuscript, or book available only from one publisher; or the item is a captive replacement part/component for equipment available only from the original equipment manufacturer (OEM). Sole-source purchases can be made only after a good faith effort to identify alternatives has been conducted and a determination has been made that only one source exists for the required good or service.

District-wide contracts have been competitively bid by the Purchasing Office for items that are commonly used throughout AISD. Contracts have been set up for the use of all District campuses and departments.

Alternate procurement sources include state contracts from the State of Texas TBPC (Texas Building and Procurement Commission) and interlocal agreements. Staff from the Purchasing Office will support the District Shepherd and campus administrators to ensure efficient and timely procurement of goods and services under the TTIPS program.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The AISD Department of Research and Evaluation reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, evaluators will work closely with program staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise.

The evaluation plan will be used to ensure continuous improvement for:

- 1) *Program Management* to monitor the ongoing operation of programs;
- 2) *Staying on Track* to ensure that programs stay focused on goals, objectives, strategies, and outcomes;
- 3) *Efficiency* to streamline service delivery and help lower the cost of services;
- 4) *Accountability* to produce evidence of program effects; and
- 5) *Sustainability* to provide evidence of effectiveness to all stakeholders.

To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff will engage in ongoing monitoring towards continuous improvement. Initially, AISD's Department of Research and Evaluation (DRE) staff will provide program staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes. These following baseline data will be provided: a) longitudinal STAAR and TAKS data, b) preliminary results from the Spring 2014 STAAR tests, c) attendance rates for each 6-week grading period, d) core course passing rates for each 6-week grading period, e) discipline rates for each 6-week grading period, and c) results from the district's Student and Staff Climate Surveys and the Parent Survey.

To closely monitor student progress, program staff and teachers will receive ongoing training to access and effectively use the district's Schoolnet, which provides online access to curriculum road maps linked to STAAR objectives. Schoolnet is linked to many other district information systems regarding student discipline, special education, English language learner support, teacher professional development, technology applications, etc. Additionally, the district is supported by Region XIII Education Service Center, which fundamentally changes the way the district analyzes and uses data to drive decision-making process at all levels. It is expected that the monitoring of student progress will be improved as the staff put together multiple sources of data for district and campus improvement.

Each six-week grading period, the Office of Accountability provides district and school administrators with campus-level dashboard reports to assist staff in monitoring student performance outcomes throughout the year. The dashboard reports provide attendance rates core course passing rates, and discipline rates. These reports were developed to monitor leading indicators towards high school graduation. It is expected that these reports will help them to make strategic decisions to support students and teachers as needed, well before the end of the school year.

As the data related to identified performance measures are updated in district systems, evaluation and program staff will summarize and communicate the results to district and campus staff. These measures may include course enrollment/passing rates, STAAR/SAT/ACT scores/passing rates, professional development data, classroom observation data, and district/campus survey results.

Overall, it is expected that project staff and district decision-makers will use the information and work collaboratively to assess the progress of students, to evaluate the degree to which effective instructional practices are being adopted by teachers, and to make program implementation decisions. DRE staff will analyze data pertaining to articulated performance indicators to create evaluation reports for both TEA and AISD. Evaluation reports produced for this grant by DRE will be distributed to the District's Board of Trustees, superintendent, central office administrators, campus principals, and program staff. The reports also will be posted to the district's website.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD is committed to ensuring all funding and resources provided through the Texas Title I Priority Schools Grant program within the District translate into continued high-quality programs and professional development to support the success of schools and students within the District.

AISD is moving quickly to address the issue of academically unacceptable schools east of IH35 through the district's internal School Turnaround Initiative and East Austin Priorities meetings. These meetings, held with campus staff and administration, AISD central administration, parents, students, community members, and nonprofit and faith-based organizations east of IH35, are helping AISD establish a road map for achieving high student performance and fiscal accountability over the next five years.

The District has set aside additional resources for this Turnaround Initiative; this funding will support strategic intervention in this school. To participate in the Turnaround Initiative, YWLA must submit a proposal to implement a whole-school turnaround model. This school must develop its Turnaround Initiative plans and funding proposals in collaboration with representatives from diverse groups of stakeholders, including parents, teachers, administrators, central office staff, and community members. The planning process must include discussion of possible TTIPS funding and the selection of one of four federally-required intervention models. The School Turnaround Initiative and internal proposals submitted by this individual campus is part of a larger district plan to address lagging student achievement, particularly in schools located in the East Austin area. After TTIPS funding ends, AISD is committed to continued support for the selected turnaround model at YWLA.

Each school that participates in AISD's School Turnaround Initiative follows the Texas Transformation Project Rapid Implementation timeline, which requires the District and campus to create a sustainability plan to continue the practice of developing and implementing 90-day action plans and continue the use of teacher-leaders as an ongoing instructional resource within the school. To develop this plan, AISD central office staff and the District Shepherd will work with YWLA's principal and with representatives from the AISD Finance Office, from the Office of State and Federal Accountability, and the TTIPS cross-functional team to identify strategies and resources that will enable YWLA to sustain the reform effort over time.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Implementation and outcomes of professional development addressing academic instructional strategies, with a focus on academic (STEM, sheltered instruction) and single-gender instructional tools, will be determined by analyzing professional development records and survey results throughout the year, as the data become available.	1.	All teachers will participate annually in professional development focusing on academic (e.g., STEM, sheltered instruction) and single-gender instruction.
		2.	Teachers will increase their survey ratings of professional development in the areas of having sufficient resources and time, deepened content knowledge, and enhanced ability to implement instructional strategies to meet student needs.
		3.	Students will increase their survey ratings of academic self-confidence, engagement and teacher expectations.
2.	Improvement of teacher quality and effectiveness will be determined by analyzing teacher years of experience, teacher retention, and teacher survey results throughout the year, as the data become available.	1.	The average years of teacher experience and teacher retention at the campus level will increase.
		2.	Teachers will increase their survey ratings in the areas of instructional practice and support and "achievement pressure."
		3.	The average percentage of teachers' students who meet their learning objectives will increase.
3.	Student participation in academic support services/classes (e.g. HDT tutoring, AVID) and academic performance for all students on state assessments in Reading/ELA, writing, math, science and social studies will be analyzed throughout the year, as the data become available.	1.	The percentage of students participating in AVID and Pre-AP level courses will increase.
		2.	The percentage of all students meeting state passing standard will increase in each subject area: Reading/ELA, writing, math, science and social studies.
		3.	The percentage of ELL students meeting state passing standard will increase in each subject area: Reading/ELA, writing, math, science and social studies.
4.	Student attendance data will be consistently monitored by school staff and summarized by grade level and student groups each 6 week period throughout the school year.	1.	Student attendance rates will increase at each grade level and overall.
		2.	The percentage of students with chronic absenteeism will decrease.
		3.	An increase of students with attendance over 90%.
5.	Positive relationships with students, parents, and the community will be determined by analyzing results from the district's staff climate, student climate and parent surveys.	1.	Students will increase their survey ratings on items related to behavioral environment, which measures the extent to which students respect each other, follow the rules and feel safe.
		2.	Parents will increase their survey ratings on items related to information and feedback, courtesy and respect and school safety.
		3.	Teachers will increase their survey ratings on items related to parent and community support and engagement.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the 2014-2015 school year, evaluation staff from the district's Department of Research and Evaluation (DRE) staff will work with school staff to develop a logic model. The logic model will provide a graphical depiction of the relationships between the program objectives, resources, activities, outputs, and outcomes of the programming planned for the school. This document will guide progress monitoring, collection of data, and the analysis of results used throughout the grant to determine program successes and challenges and to aid stakeholders in continuous decision-making to make improvements throughout.

DRE staff will collect and analyze multiple quantitative and qualitative data sources to comprehensively evaluate implementation of program activities and outcomes for participants. In many cases, district information systems provide readily-available web-based reports for both district and campus use. In other cases, DRE staff will use district information systems to collect, analyze, and report data pertaining to articulated campus performance measures. These measures may include attendance, discipline, course enrollment and passing rates, STAAR test scores and passing rates, and teacher professional development data.

DRE also administers multiple annual surveys to support instructional improvement and student learning across the district. First, the district administers the AISD Staff Climate Survey. This survey is administered annually to all campus staff. Additionally, the district surveys parents across the district to monitor the relationship between campus staff and parents. The AISD Student Climate Survey is administered to all students in grades 3 through 11 during the spring semester. Program specific questions may be added to this survey as needed to gauge the quality of implementation and to guide decision-makers in identifying areas for improvement.

Regardless of the source, the data will be disaggregated in multiple ways to enable district and campus staff to use the results to make campus improvement decisions for improving student outcomes. Baseline data summaries will be developed for students and the selection of a control group for future comparison. Data to be summarized will include student demographics, testing results, attendance rates, discipline referrals and district survey responses. The data summaries also will compare the campus-level results with district performance and the performance of other individual campuses in the district. Within a campus, the data will be disaggregated by student groups and include ethnicity, gender, English language learning status, economic disadvantage status, and special education status. Teacher data may be disaggregated by teacher experience and participation in professional learning opportunities.

To determine outcomes for the schools, DRE staff will use a mixed-methods approach to the evaluation of both schools and their unique programs. Selected student comparison groups will be included in the quantitative data analyses to separate the program and school effects on outcomes of interest. Quantitative data will be analyzed using descriptive statistics (e.g., numbers and percentages). Inferential statistics (e.g., tests of statistical significance) will be used to make judgments of the probability that an observed difference between groups is one that might have happened as a result of the program, rather than by chance. Qualitative data will be analyzed using content analysis techniques to identify important details, themes, and patterns within survey responses. Results from all analyses will be cross-examined to determine the consistency of results and provide a more detailed and balanced picture of the programs.

A continuous improvement cycle will be utilized in this project. Information from this proposal and student baseline data are being used to identify needs and to plan for project implementation. Project activities are mapped out and plans for conducting them are being put into place. As data are available throughout the project, results will be analyzed to determine whether expected outcomes are being realized. If the activity was found to be successful, activities will continue and outcomes will be monitored continuously. If problems in project implementation occur or results fall short of expectation, the campus/district team will work collaboratively to make needed changes towards project improvement.

Specifically, as results become available throughout the year, DRE staff will provide the results to the campus principal, TTIPS Campus Coordinator and the District Shepherd. DRE staff will provide assistance in the interpretation of results for campus-and district-level decision-making. The campus will use the data to identify strategies for continuous improvement in discussions among campus improvement team members, the principal's cabinet, department chairs, and instructional specialists. The annual program evaluation results will be presented in a narrative report for each school to be used for district and program decision-making.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☐ Transformation☒ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
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			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Provide name and date of hire for principal or date of anticipated replacement:</i>		
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be	A.		
			B.		
			C.		
			D.		
			E.		
			F.		
			G.		

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		based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	H.		
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A.		
			B.		
			C.		
			D.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive	A.		
			B.		

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		approach to substantially improve student achievement outcomes and increase high school graduation rates.	C.		
			D.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A.		
			B.		
			C.		
			D.		
			E.		
		2. Provide ongoing mechanisms for community engagement	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A.		
			B.		
			C.		
			D.		
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A.		
			B.		
			C.		
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
			F.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A.		
			B.		
			C.		
			D.		

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County-district number or vendor ID: 227901

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Single-gender instructional model (research-based) – all girls, grades 6-8.	08/14	08/17
			B. Hire additional staff to reduce class sizes to 1:15 ratio, resulting in more personalized learning.	08/14	08/17
			C. Convene district-level staff from AVID, RTI, literacy and math to collaboratively determine instructional program, curriculum, and materials.	12/13	08/14
			D. Implement high-dosage tutoring for at-risk students.	08/14	08/17
			E. Increase student participation in rigorous academic courses, including Project Lead the Way STEM program, pre-AP classes and AVID to ensure successful transition to early college high school.	08/14	08/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Articulate annual goals for student achievement on state assessments, and describe the plan to monitor progress toward goals.	08/14	08/17
			B. Plan for staff collaboration time.	02/14	08/14
			C. Transition from grade-level to departmental PLC meetings to foster opportunities for collaboration, common review of student work, data-driven instruction and joint planning.	08/14	08/17
			D. Use RTI to better identify student needs (specifically Tier II and III students).	08/14	08/17
			E. Provide ongoing training in summer and during academic year for administrators and teachers re: formative and summative assessments, data-driven instruction, subject-area content knowledge, effective instruction and intervention.	08/14	08/17

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CSF	Turnarou nd Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Work with vertical team members, including principal of the young men's academy to ensure full alignment of strategies with ongoing vertical team programs.	12/13	08/17
			B. Implement computer-based math and reading interventions for all grades. Software will be chosen based on lessons learned by other schools in district.	08/14	08/17
			C. Collect baseline summative data and use formative assessments to drive differentiated classroom instruction and need-based intervention.	08/14	08/17
			D. Begin individual data-tracking for students.	08/14	08/17
			E. Continuously review progress toward goals, including writing and revisiting 90-day action plans.	08/14	08/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Collect baseline summative data and use formative assessments to drive differentiated classroom instruction and need-based intervention.	08/14	08/17
			B. Single-gender and sheltered instruction strategies will be documented in PLC minutes, incorporated into lesson plans, and observed and recorded on walk-through forms	08/14	08/17
			C. Collect middle-of-the-year (MOY) scores quarterly to ensure school-wide goals to achieve specific performance levels are met, and provide need-based interventions accordingly.	08/14	08/17
			D. Review behavioral data and Public Education Information Management System (PEIMS) data to analyze effectiveness of non-cognitive interventions.	08/14	08/17
			E. Teachers use real-time data analysis from computer-enhanced instructional tools to adapt instruction and monitor student growth.	08/14	08/17

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal.	Provide name and date of hire for principal or date of anticipated replacement: Ivette Savina, Hired 11/18/13	11/13	08/17
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A. Provide principal flexibility in selecting faculty and staff, replacing more than 50% of current staff.	02/14	08/17
			B. Develop student schedules to provide additional learning time to girls, including block scheduling.	12/13	08/17
			C. Develop teacher schedules to support new initiatives and common planning time (PLCs).	05/14	08/17
			D. Extend hours of student and teacher school day.	08/14	08/17
			E. Principal engages Campus Advisory Council in budgeting process.	08/14	08/17
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A. Principal reports to the PK-8 Associate Superintendent, who reports directly to the Chief Schools Officer, who then reports to the Superintendent	08/14	08/17
			B.		
			C.		
			D.		
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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Develop student schedules to provide additional learning time that research demonstrates girls need, including block scheduling.	08/14	08/17
			B. Extend hours of student and teacher school day.	08/14	08/17
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. All students will participate in reading intervention or AVID class.	08/14	08/17
			B. Extended opportunities for increasing learning time through high-dosage tutoring for at-risk students.	08/14	08/17
			C. Provide accelerated instruction for at-risk students after school and during Saturday school.	08/14	08/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Foster sisterhood environment to develop confident, academically prepared, service-minded and innovative young women leaders.	08/14	08/17
			B. Partner with external organizations to provide after-school enrichment activities, such as robotics, Tech Girls, community garden.	08/14	08/17
			C. Working with AISD Fine Arts Department, expand fine arts offerings from just band to include orchestra, guitar, choir, theater and dance.	08/14	08/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Transition from grade-level to departmental PLC meetings to foster opportunities for collaboration, common review of student work, data-driven instruction and joint planning.	08/14	08/17
			B. Provide professional development opportunities in the summer and throughout the school year.	08/14	08/17
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	Provide appropriate community-oriented services and supports for students.	A. Contract with Communities in Schools to provide MSW case workers and Americorps volunteers to work directly with families.	08/14	08/17
			B. Hire additional parent support specialist to provide engagement opportunities.	08/14	08/17
			C. Establish teacher incentive plan for increasing family engagement.	08/14	08/17
			D. Teacher-led parent outreach includes collaboration with Texas Literacy Initiative to involve parents in campus-wide literacy intervention.	08/14	08/17
			E. Monthly meetings with Campus Advisory Council.	08/14	08/17
Improve School Climate	Improve School Climate	Provide appropriate social-emotional services and supports for students.	A. Embed social-emotional learning strategies in all courses to strengthen girls' engagement, motivation and confidence.	08/14	08/17
			B. Implement "house system," as system of peer accountability and rewards/consequences. Incentives for good conduct, volunteering, above-and-beyond behaviors; demerits for bad behavior, tardiness, uniform, etc.	08/14	08/17
			C. Implement uniform policy.	08/14	08/17
			D. Implement whole-group morning assemblies to foster bonds of sisterhood.	08/14	08/17
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A. Existing staff applies for positions at turnaround school, to consist of no more than 50% of turnaround staff.	02/14	07/14
			B. Interview protocols include questions to address how prospective teachers work with girls in single-gender schools and their awareness of turnaround status and model for improvement.	02/14	07/14
			C. In interview process, principal uses prospective staff's responses in the district's Teacher Fit Inventory to evaluate candidates' fairness and respect, concern for student learning, adaptability, communication and persuasion, planning and organizing, and cultural competence.	02/14	07/14
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E. Principal posts vacancy announcements to attract high-quality teaching staff who can work within the turnaround environment.	02/14	08/17
			F. Interview protocols include questions to address how prospective teachers work with girls in single-gender schools and their awareness of turnaround status and model for improvement.	02/14	08/17
			G. In interview process, principal uses prospective staff's responses in the district's Teacher Fit Inventory to evaluate candidates' fairness and respect, concern for student learning, adaptability, communication and persuasion, planning and organizing, and cultural competence.	02/14	08/17
			H.		

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CSF	Turnaro und Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Teachers participate in single-gender strategies professional development training during the summer and school year.	08/14	08/17
			B. Teachers participate in professional development in sheltered instruction strategies to address the needs of English Language Learners.	08/14	08/17
			C. Teachers participate in professional development in PLCs.	08/14	08/17
			D. Teachers participate in professional development in Marzano's "The Art and Science of Teaching."	08/14	08/17
			E. Additional instructional coaches will provide support to individual teachers and PLCs.	08/25	08/17
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A. Teachers will participate in AISD's REACH initiative, designed to advance the district's efforts to recruit and retain the best teachers and principals.	08/25	08/17
			B. Develop campus and teacher-specific student learning objectives to measure teacher impact.	08/14	08/17
			C. Develop a campus-specific teacher incentive and reward plan to identify and reward leaders, teachers, and staff who have increased student achievement and/or parent engagement, and for those individuals who have, after ample opportunity, not increased student achievement, remove them.	08/25	08/17
			D. Develop a campus-specific teacher incentive and reward plan including opportunities for promotion and career growth, and more flexible work conditions.	08/14	08/17

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
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Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Austin Independent School District has a strong capacity to ensure that all grant funds are used, both districtwide and at the campus level, to fully and effectively implement the proposed transformation model activities. AISD has successfully managed multiple grant-funded projects of similar size and scope in the past.

The district's administrative structure includes the Chief Schools Office, which provides leadership, direction, and supervision for the operational and academic management of schools, and educational support services; the Office of Educator Quality, which brings together three departments – Professional Development, Leadership Development, and Strategic Compensation – and supports recruitment, development, retention, and placement of effective and high quality teachers and administrators throughout the District; and the Department of Research and Evaluation, which evaluates federal, state, and locally- funded programs; works with program staff to design and carry out program evaluations; and responds to district information needs.

Dr. Mary Thomas serves as the District Shepherd for all TTIPS Grant awarded campuses. The principal and TTIPS Campus Coordinator at YWLA will oversee the daily implementation of all TTIPS activities with Dr. Thomas' oversight and guidance. As District Shepherd, Dr. Thomas will regularly monitor the progress of YWLA's 90-Day Action Plans, provide feedback to YWLA's principal and/or TTIPS Campus Coordinator when needed or as requested, respond promptly to requests for assistance, hold regularly scheduled meetings with the principal, and assist the principal in problem solving. Dr. Thomas serves as a liaison between the campus, the District, and Texas Transformation Project representatives. Dr. Thomas has a direct line of communication to the Chief Schools Officer, who reports directly to the Superintendent.

Dr. Thomas works collaboratively with the Associate Superintendent Area 3 – PK-8 to implement the transformation model at YWLA. To further ensure effective implementation of program components, AISD has convened a cross-functional TTIPS team, comprising representatives from the Office of State and Federal Accountability, the Finance Office, the Department of Human Resources, the Middle School Offices, the Department of Research and Evaluation, the Department of Contracts and Procurement, and the Office of Academics.

All resources acquired with TEA funding are subject to District purchasing and inventorying procedures, as outlined in the subsection entitled "Resource Management." AISD's internal grant management office monitors all grant expenditures. All district grant budgets, including the TTIPS grant budgets, are supervised by the District Shepherd in the Office of State and Federal Accountability who has the final responsibility for funds and ensures that the grant is managed according to grant guidelines, District policies and procedures, and applicable laws and regulations. The District Shepherd reviews and approves all activity and expenditures involving the grant, ensures that all applicable requisitions and expenditures are submitted on a timely basis, reviews the financial reports to ensure all expenditures are appropriate and necessary, is responsible for the line-item budget, is available to answer questions from auditors and grant monitors, and is responsible for finding funding for disallowed expenditures. The District Shepherd meets regularly with the Director of State & Federal to review compliance issues.

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Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227901

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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 227901

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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